DOCUMENT RESUME

ED 342 957 CE 060 545

TITLE	The Kenya Literacy Programme: A View from Below. Report of an IIEP Research Review Workshop (Nairobi, Kenya, November 27-29, 1989).
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
PUB DATE	Nov 89
NOTE	53p.
AVAILABLE FROM	International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, Paris 75116, France.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Adult Programs; *Developing Nations; Educational Needs; Educational Policy; Foreign Countries; *Literacy Education; *Outcomes of Education; *Participant Characteristics; Policy Formation; *Program Effectiveness; Program Implementation; Public Policy; Workshops
IDENTIFIERS	*Kenya

ABSTRACT

Research conducted in Kenya had two purposes: to describe the literacy program and literacy learners and to determine the literacy skill levels of participants and to what use they are putting those skills. Researchers collected data from 5 districts in Kenya, including information about the characteristics and functioning of the literacy centers, and interviewed 388 of the 660 learners who had earned literacy certification and 64 teachers. Some of the findings of the study were the following: (1) the majority of the learners (67.5%) in the literacy programs are women; (2) enrollments in the program have been declining after enthusiastic growth resulting from a massive campaign in the 1970s; (3) facilities and equipment were found to be in relatively good shape; (4) teachers had been trained by 2-week courses or by 2-year correspondence courses; (5) learning motivation of more than 65 percent of the participants involves simply the desire to read and write; (6) large proportions of learners continue attending literacy classes after they have attained their certificates; and (7) numeracy skills are used more often than literacy skills. The study concluded that the main problem with the literacy program was that learners lacked motivation to attend, partially because of poor teaching. The findings of the study were reviewed at a workshop in Nairobi, Kenya, with 42 participants, and policy implications were formulated. (Appendixes include a list of workshop participants and the workshop program.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342957

The Kenya literacy programme: a view from below

Report of an IIEP research review workshop

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

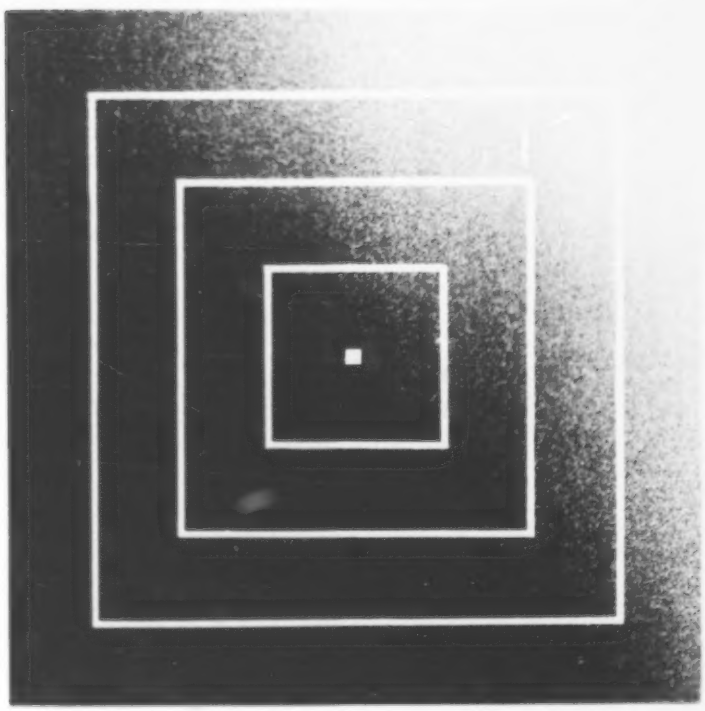
This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



Nairobi, Kenya
27 - 29 November 1989

CE060545

International Institute for Educational Planning
(established within the framework of UNESCO)

BEST COPY AVAILABLE

Kenya literacy programme: a view from below

Report of an IIEP research review workshop
held at Nairobi, Kenya
27 - 29 November 1989

International Institute for Educational Planning
(established by UNESCO)

The views and opinions expressed in this volume do not necessarily represent the views of UNESCO or of the IIEP. The designations employed and the presentation of material throughout this report do not imply the expression of any opinion whatsoever on the part of UNESCO or IIEP concerning the legal status of any country, territory, city or area or its authorities, or concerning its frontiers or boundaries.

The publication costs of this report have been covered through a grant-in-aid offered by UNESCO and by voluntary contributions made by several Member States of UNESCO, the list of which will be found at the end of this volume.

This volume has been typeset using IIEP's computer facilities
and has been printed in IIEP's printshop.

International Institute for Educational Planning
7 - 9 rue Eugène-Delacroix, 75116 Paris

UNESCO 1991

Foreword

During recent years, the international community has developed a renewed interest in the problem of illiteracy. Last year was the International Literacy Year. One of the principal aims of this International Year was to launch UNESCO's plan of action to assist Member States in all regions of the world to eliminate illiteracy by the year 2000. In addition, a *World Conference on Education For All* was organized in Jomtien in March 1990 which proclaimed the right of every person to benefit from educational opportunities designed to meet their basic learning needs.

These various initiatives reveal a growing consciousness that, in periods of economic recession and adjustments, the human aspects of development tend to be neglected. At the same time, it is being realised that to equip the majority of any given country's population with basic modern communication skills is an essential prerequisite for an efficient and equitable development process.

Reflecting this general concern of the international community and, as part of its Medium-Term Plan (1984-1989), the International Institute for Educational Planning (IIEP) has launched a modest training and research programme focusing on the improvement of the functioning of literacy programmes at the local level.

In April 1984, a *Sub-regional workshop on the improvement of the local level administration in national literacy programmes* was organized in Nyeri (Kenya), which brought together practitioners and researchers from East Africa (Ethiopia, Kenya, Malawi and Tanzania) as well as representatives of several organisations (IIEP, BREDA, UNICEF, IDRC, AALAE). During this workshop, the situation of research on literacy in the countries represented was examined and priority topics for future studies were identified. It was pointed out that, while literacy research was generally underdeveloped in the region, the study of effects of literacy, although vital for the purpose of improved planning and management, had been particularly neglected. It was then proposed that a research project in this area be undertaken as a follow-up to the workshop. It was also recommended that a micro-qualitative approach be used for this project and that local level administrators be fully involved in its implementation.

Consequently, a first study was launched in Kenya as a co-operative effort among the Department of Adult Education (DAE), the International Institute for Educational Planning (IIEP) and the Canadian International Development Research Centre (IDRC)[1]

1. A second study, following the same research design, was started in Tanzania in 1988. The results of this study are expected to be available in 1991.

The draft report of the study was completed by the middle of 1989 and consequently submitted for discussion at a workshop which took place in Nairobi from 27 to 29 November 1989. The objectives of this workshop were, first, to review the findings presented in the report and collect comments for revision and, second, to analyse the implications of the report for the organisation of literacy programmes in the country and elsewhere.

In order to facilitate the understanding of the report of the workshop discussions, a short summary of main findings of the research is presented in Part I of this document and also the the main conclusions reached concerning policy and research implications. Part II presents the main points which were discussed during the workshop.

Contents

	Page
Foreword	v
Part I. The study in Kenya	1
1. Background	3
2. Research design and implementation	4
3. Major findings	9
A. The functioning of the literacy classes	9
B. The learners	14
C. The effects of the literacy programme	21
D. Concluding remarks	27
Part II. Report of the workshop	29
1. Objectives, participants and proceedings	31
2. Main discussion points	32
3. Policy recommendations	35
4. Implication for research	37
Appendices	41
Appendix I. List of participants in the Workshop	43
Appendix II. Programme of the Workshop	46

Part I
The study in Kenya

1. Background

Why the study?

Over the last few decades, an increasing number of countries have embarked upon the organisation of nation-wide literacy programmes. Although the rationale behind those programmes varies from country to country, it is generally expected that efforts to increase the literacy levels of adults will have positive consequences for both the learners and the nation as a whole.

It is worth noting, however, that until now empirical evidence which could support these expectations remains extremely weak. By and large, adult literacy has been a neglected area in terms of data collection and research. In many countries it may even be difficult to find precise information about simple facts such as the number of adults enrolled in literacy classes, the number of instructors or the number of literacy proficiency certificates which have been issued.

When it comes to effects of literacy, the lack of appropriate information is even more preoccupying. There are several studies that demonstrate the positive effects of a given number of years of primary schooling on farmers' productivity[1]. There are also macro-quantitative analyses about the relationship between literacy rates and indicators of economic development and social well-being (health, nutrition, employment, family size, etc.)[2]. But, one can hardly find case studies which specifically deal with adult literacy programmes, the way they operate or the results which they produce[3].

Hence, discussions about literacy tend to be largely dominated by normative statements while policy makers and planners do not have the empirical data base which could help them develop strategies for maximising the benefits of their actions.

The research project on the functioning and effects of the adult literacy programme in Kenya intends to make a modest contribution in helping reduce of this important knowledge gap[4] .

---

1. See D.T. Jamison and L.H. Lau, *Farmer education and farm efficiency*, Baltimore, 1982.

2. See G. Psacharopoulos and M. Woodhall, *Education for development, an analysis of investment choices*, Oxford University Press, 1985. For a comprehensive review of the different effects of schooling also see T.O. Eisemon, *The consequences of schooling: a review of research on the outcomes of primary schooling in developing countries*, Education Development Discussion Paper No. 3, Bridges, Harvard University, September 1988.

3. One of the problems is also that, in several countries, studies exist but have never been published. A remarkable exception is the study undertaken by the Centro de Estudio Educativos in Mexico based on a random sample of 2,000 adults from urban and rural communities in four States of the Republic. For a summing up of the results of this research, see Carlos Munoz Izquierdo, "Factores determinantes y consecuencias educativas de la perseverancia de los adultos en los circulos de alfabetizacion" in *Revista Latinoamericana de estudios educativos*, vol. XV, No. 3, Mexico, 1985.

4. The full report of this study has been published as an IIEP Research Report No. 76, *The functioning and effects of the Kenya literacy programme*, by G. Carron, K. Mwiria and G. Righa, IIEP, Paris, 1989.

The Kenya literacy programme

On 12 December 1978 on the occasion of the 15th Anniversary of Kenya's Independence, the President addressed the nation and officially ordered a massive literacy programme to be launched in order to eliminate illiteracy within a period of five years.

At the beginning of 1979 a national seminar was organised to discuss ways and means of implementing the presidential directive and a full-fledged Department of Adult Education was established within the Ministry of Culture and Social Services. At that time, the total number of illiterate adults was considered to be about 5 million. It was estimated afterwards, on the basis of the 1979 census, that the number of illiterates in 1980/81 was 4.46 million which corresponded to an illiteracy rate of 51.7 per cent. Although some initial plans with specific national enrolment targets for each year were prepared, these plans were in no way compulsory. No precise quantitative objectives were imposed or even proposed to provincial or district levels. The actual implementation of the presidential order was in the first instance a question of self-help and of local initiative. The role of the Central Department of Adult Education was one of stimulation, supervision and technical support.

The approach promoted by the Department is functional, aiming at establishing systematic links between literacy teaching and the everyday activities of the participants. The medium of instruction used in the literacy centres is the local language, except in the coastal area and urban centres, where learning takes place in Kiswahili. Each group of learners is also encouraged to undertake some form of collective project work as an integral part of their participation in the literacy programme.

Learners are supposed to become functionally literate in a period of nine months, which corresponds to some 300 to 400 hours of literacy class attendance (two hours a day for five days a week). Although a post-literacy programme has been developed and corresponding learning materials have been prepared, it is fair to say that in practice post-literacy classes are extremely limited in number for the time being.

As can be expected in the case of a programme essentially based on community initiative, the total enrolment figures have been gradually declining since the first year of initial enthusiasm and massive mobilisation. The total enrolment was estimated at 415,000 in 1979 and had gone down to 184,000 in 1975. The programme has always been much more popular among women than among men. The female participation rate has consistently been about 77 per cent of the total number of learners enrolled.

2. Research design and implementation

The research project is limited in scope and only tries to answer a few of the many research questions which one could ask in relation to the functioning and effects of literacy programmes. More precisely, the objectives of the project are the following.

Objectives

- To give a detailed description of the conditions under which the Kenya literacy programme is functioning at the grassroots level by analysing, in-depth, the characteristics of the literacy centres in a few local communities.

- To find out who the literacy learners are, their general characteristics, home environment and educational experience.

- To measure the levels of literacy and numeracy skills and the levels of functional knowledge and attitudes acquired by the participants.

- To evaluate the extent to which the learners are using the skills and knowledge acquired in literacy classes in their daily lives.

- To identify some of the major factors that are influencing the acquisition and use of literacy skills and functional knowledge.

It can be seen from the above list of objectives that the question of impact of the literacy programme on the lives of the participants and on their communities is not being explicitly dealt with. This would have implied a different research design and would have required the mobilisation of resources which were beyond the capacity of this research project.

General design

The basic methodological assumption behind the research design is that the real issues involved in the functioning and effects of literacy classes can be best understood when these classes are analysed within their local setting. For this reason, a micro-approach was adopted. It starts with a careful analysis of the local environment in which the literacy programme operates so that differences in results and interactions between variables can be interpreted on the basis of their meaning within their socio-economic context.

Based on this assumption, a project was designed along the following lines:

1. Selection of five local communities which represent contrasting development contexts and living conditions, ranging from an urban zone to a remote rural area. This purposeful selection of areas, and of all the literacy centres in each of them, does not claim to be representative nation-wide, but should allow for the analysis of variations in the functioning of the centres -- and in the different results they produce -- according to the environments in which they are located.

2. Preparation of detailed community profiles which include information on the geographical features, population, economic activities, socio-cultural characteristics, social services, school education and the overall literacy situation in each community.

3. An in-depth analysis of the characteristics and functioning of the literacy programme in each community (including an analysis of building types and equipment, teaching staff, organisational practices, curriculum structure and content, average attendance, etc.).

4. An analysis of the effects of the literacy programmes in the five communities in terms of skills and knowledge acquired by the participants and of the application of these skills in daily life.

It was expected that by comparing the results obtained in the contrasted local communities, useful insights could be gained about specific situation under which certain effects are more easily produced than others and that ultimately this would allow us to draw some more general conclusions.

Selection of locations

The local level which has been chosen for the purpose of this project is the location. In Kenya, the location is the second smallest administrative unit of a district. There are 41 districts in the country. Each one of them is composed of a certain number of divisions which are in turn subdivided into locations and further into sub-locations.

The location offers the advantage of having a manageable size without being too small. Its population varies from less 10,000 to about 60,000 inhabitants. It is headed by a chief and constitutes, at least in the rural areas, a real social entity.

The contrasting characteristics of the different locations selected are indicated in *Table 1*.

Table 1. Contrasting characteristics of the selected locations

Location	District	
Starehe	Nairobi	- Urban - Tertiary sector type economy
Isiolo Central	Isiolo	- Urban with vast rural hinterland - Tertiary sector and rural type pastoral economies coexist
Kiirua	Meru	- Rural - Combination of subsistence economy with small scale cash crop farming
South Maragoli	Kakamega	- Rural - Mainly subsistence type economy
Koru	Kisumu	- Rural - Big scale plantation economy with some subsistence farming

Selection of interviewees

The general target group of the research project were all the adult learners who have received a literacy certificate in the different locations since the beginning of the programme in 1979. On the basis of the records kept at the divisional level it was possible to identify the names of those who had been awarded the literacy certificate in each year since 1980. However, in order to keep the number of people to be interviewed manageable, it was decided that only those who succeeded the test in the years 1981, 1983 and 1985 and who, accordingly to the records, constituted a total group of 660 people should be selected.

The original objective was to have at least 100 literates per location. However, during the field work it was realised that the number of people that could actually be reached for interviewing was less than originally expected (which confirms the high degree of mobility of the Kenyan society). In all the sampled areas, great efforts were made to contact all literates who were still staying in the same location. However, many learners who did not graduate in the recent past could not be found. *Table 2* gives an idea of the differences between the theoretical numbers of literates selected and the real numbers of persons interviewed and tested by location. It can be seen that 58,7 per cent of the learners certified in the years 1981, 1983 and 1985 could be interviewed and that the percentage varies from 91,2 per cent in Kiirua to 44,3 per cent in South Maragoli (an old settlement of outmigration).

Table 2. Total number of learners certified in the years 1981-83-85 and total number of learners interviewed and tested by the research team

	Isiolo Central	Kiirua	Koru	South Maragoli	Starehe	Total
Certified	107	103	136	221	93	660
Interviewed	58	103	69	98	60	388
Tested	50	74	39	91	37	291
% interviewed	54.2	91.2	50.7	44.3	64.5	58.7
% tested	46.7	71.8	28.7	41.2	39.8	44.1

Some of the people who could not be interviewed were not available in their homes when the field work was completed. Many of these were no longer living in their original locations. There were no refusals to take the interview as such. In the absence of any more detailed information about those who could not be reached it is difficult to assess the type of possible biases resulting from the difference between our theoretical and the real samples.

The fact that less people were tested than interviewed is no surprise. The learners were visited in their homes for the purpose of interviewing while the test had to be taken collectively in one of the literacy centres later on. Learners were kindly invited to take the test but no pressure was put on them. Consequently, many literates who had been interviewed did not turn up while some who for one reason or another had not been interviewed did nevertheless sit for the test. Although one could make the assumption that those who turned up for the test felt more confident about their literacy skills than those who

did not, it would again be difficult to say much more about the possible bias introduced by the incomplete coverage of the real sample.

The information concerning the characteristics and the functioning of the literacy centres was collected from the literacy teachers who were interviewed in their respective classes. This gave the interviewers an opportunity to do some complementary observation, and to check on the availability of the various types of equipments, registers and records in specific literacy centres. All the teachers in the sample locations were interviewed (64 in total): 18 in Isiolo Central, 16 in Kiirua, 14 in South Maragoli and 8 each in Koru and Starehe.

Implementation

The research work was carried out by a national research team composed of specialists of the Central Department of Adult Education and one external researcher who headed the team. From the very beginning, the Adult Education Officers and their Assistants, in charge of the five districts and respective divisions selected for the research were also actively involved in the implementation of the project and, more specifically, in the designing and testing of the questionnaires, in the field work and in the analysis of data.

Two workshops which brought together the full research team were organised during the research process. The aim of the first one was to prepare and test the different research instruments while the second one was devoted to the analysis and interpretation of the data collected. These workshops were also expected to stimulate the interests of local level administrators in research work and to give them some practical training on the use of social research techniques adapted to their specific needs.

Due to several practical problems (including a change of the main national researcher) the field work took much longer than originally foreseen (October 1985 - March 1987). Each of the locations was visited at least three times. During the first visit, the necessary data for the preparation of the location profiles were collected. The second visit was essentially devoted to the interviewing of learners and teachers and occasionally to the collection of additional information for the location profiles. The testing of learners was done during the third visit.

Data analysis was carried out in two successive phases. During the first phase, systematic frequency distributions by location of all the variables of the teachers' and learners' questionnaires and a selected number of cross-tabulations were prepared by the central research team. The results of these analyses were discussed by the central team members and the local level administrators involved in the project during the second workshop which provided an excellent opportunity for the local level administrators to improve their skills in data analysis, while offering the central research team many enlightening insights on the effects of literacy as seen from the practitioners' point of view. Carrying on from there, a second phase consisting of a more complex process of data analysis was undertaken after which the draft report was prepared. It is this report which was submitted for discussion to the participants in the present dissemination workshop.

3. Major findings[5]

The major findings of the research will be briefly summarised and commented upon hereafter. This will be done by analysing successively the functioning of the literacy classes, the characteristics of the adult learners, their motivation and learning experience and, finally, some of the effects of the literacy programme.

A. The functioning of the literacy classes

Coverage

The analysis of the data collected shows that the first problem which the Kenya literacy programme is facing is its limited coverage and the difficulty of sustaining its growth. It was found that in the five locations enrolments have been regularly declining as from 1982-1983 onwards so that in 1986 they were less than half of what they had been in the peak year 1981 (see *Table 3*). The total number of literacy certificates delivered between 1980 and 1986 has been estimated at 3.3 per cent of the total number of illiterates registered in the five locations in 1979.

Table 3. Comparison between enrolments in 1986 and in the peak year for each location

	Isiolo Central	Kiirua	Starehe	Koru	South Maragoli	Total
1. Peak year	1982	1980	1982	1982	1982	1981
2. Enrolment peak year	933	526	308	480	842	3 096
3. Enrolment 1986	433	243	166	115	524	1 481
4. 3 as % of 2	46.4	46.2	53.9	24.0	62.2	47.8

The data further indicate that the decline of enrolments has not been the result of a reduction of the supply but of a rapid demobilisation of the demand. Indeed, while enrolments were declining, the number of literacy classes in Starehe and Kiirua had been steadily increasing. In Isiolo Central, South Maragoli and Koru, the evolution had been irregular, but temporary reductions in the number of classes had followed, not preceded declines in enrolments. The central issue therefore is the motivation of the learner. It determines his decision to enrol, the regularity of his attendance and his perseverance to continue. It also influences his final performance level.

At the beginning of the campaign, massive efforts were made at all levels of society to encourage adults to enrol in the literacy classes and to continue attending them. But those efforts could not be maintained over a long period with the same degree of intensity. Mass mobilisation can give an initial push to overcome certain inhibitions which refrain people from enrolling but it cannot, in the long run, compensate for the objective realities which make regular participation difficult. These realities relate not only to the specific

5. This summary version of the major findings is based on an article published in *African Studies Review*, Vol 33, Number 3 (December 1990) pp. 97-120.

living conditions of the learner, which are largely beyond the control of the organisers of the literacy programme, but also to the quality of the literacy services that are being offered.

Facilities and equipment

According to the observations made during the field visits, the teaching/learning conditions in terms of facilities and availability of various types of equipments and materials, were seen to be rather good in general. This is related to the fact that most of the literacy classes (75%) are functioning in already established primary school or church facilities. It is, however, important to note that a few really poor teaching conditions prevail in pastoral Isiolo Central where 25 per cent of the class are held in the open air with stones as the sitting facilities. It was observed that such open air classrooms take place under dusty sunny, or windy conditions, none of which are particularly suitable for good learning.

The basic equipment for the teachers such as blackboards, chalk and teachers' manuals are available in nearly all the classes. In all the locations, except Isiolo Central where the shortage of textbooks is severe, half of the centres or more have at least one primer for every two learners. Pencils and exercise books are certainly not enough, but in two thirds of the classes at least 75 per cent of the learners have this basic writing equipment.

Literacy teachers

However, the most critical input for a successful teaching process is the teacher himself. There are three categories of adult literacy teachers in Kenya; full-time, part-time and self-help. Full-time teachers are civil servants and are expected to spend five full working days in functions related to adult literacy teaching (even though in most cases only two hours a day are spent in actual teaching). Part-time teachers are volunteers who are expected to spend a minimum of two hours a day, three days a week teaching adult learners. At the time the research was being implemented, they were paid an honorarium of Ksh.150 a month (US$9). Self-help teachers are volunteers who, unlike the part-time teachers, receive no honorarium from the Government. Instead, their local communities are expected to contribute towards their upkeep.

At the beginning of the programme, the vast majority of staff were part-time and self-help teachers, each category accounting for approximatively 40 per cent of the total teaching force. A significant finding of the research is that the original proportions in the distribution of categories of teachers at the national level is not reflected in the sample locations in 1985-1986 (see *Table 4*). All the teachers (100%) interviewed in Isiolo Central and Starehe and a good proportion in South Maragoli (64%) are full-time. The majority in Koru (75%) and Kiirua (69%) are part-time. Only two self-help teachers can be found in Kiirua. The insignificant number of self-help teachers reflects the general decline in the mobilisation for literacy mentioned earlier.

Table 4. Distribution of teachers by category and by location (1985-86)

Location	Category of teachers			
	Full-time	Part-time	Self-Help	Total
Isiolo Central	18	0	0	18
Kiirua	3	11	2	16
Starehe	8	0	0	8
Koru	2	6	0	8
South Maragoli	9	5	0	14
Total	40	22	2	64

In all the locations, except Isiolo Central, at least half of the teachers are women. Generally the staff is relatively young (29 years on average) and there are no important differences between the location in this respect. Two thirds of the teachers (full-time) have completed four years of secondary education, while the level of formal education reached by the others (part-time and self-help teachers) is generally the Certificate of Primary Education.

An important aspect of the analysis was to find out about special training for literacy teaching. This training was found to be limited: 70 per cent of all the teachers interviewed had received a two-week induction course and 56 per cent were involved in a two-year correspondence course organised jointly by the Department of Adult Education and the Institute of Adult Studies of the University of Nairobi. With a few exceptions all those who could benefit from these two types of courses were full-time teachers. At best, the other teachers were able to take part in very short training sessions about low-cost material production and in a couple of week-end seminars. The question is whether the level of general education and the specific training in adult education of the teachers is sufficient to make the literacy teaching attractive and productive. Experience has shown that poorly trained teachers will usually fall back on the methods which they have themselves experienced in primary schools and which are ill-adapted to the needs of adult learners[6]. One can imagine that this slows down the learning process and has a discouraging effect on the learners' motivation and assiduity.

Considering that in most cases the learners are expected to attend 4 or 5 sessions per week which usually last 2 or 3 hours, one can easily realise the strong motivation that is needed on behalf of adults who are living in poor circumstances to persevere in the literacy learning.

Organisation of the learning process

All this may explain the serious problems which the programme is facing in terms of attendance; it was found that the average rate of absenteeism varies from approximatively

6. See A. Lind, Literacy campaigns and nation building in Mozambique, Report No. 51, Institute of International Education, Stockholm, 1981.

30 per cent in Starehe and Koru to slightly more than 50 per cent in the other locations. The irregular attendance undoubtedly complicates the task of teachers and can only increase the time needed by the learners for mastering the literacy and numeracy skills.

The measures taken to stimulate the motivation of the learners and to sustain their attendance involved making the literacy programme functional and associating the learners actively in the organisation of their learning process. Three such measures were examined which are the organisation of project work, the involvement of development officers as guest lecturers and, the setting up of centre committees.

The data reveal that, despite the strong recommendations made by the Department of Adult Education, 40 per cent of the literacy classes in the five locations are not involved in project work (see *Table 5*). It also indicates that the vast majority of the class projects are income generating: poultry keeping, bee keeping, knitting and sewing, petty trade, handicrafts and cookery. The community improvement projects include water projects, building of literacy classes and nursery schools. Projects are more widespread in Kiirua where nearly all teachers organise project work and, to a certain extent in Koru where three quarters do so. They are far less common in Isiolo Central and in South Maragoli. In these two locations only one third of the classes organise such kind of activities; within Starehe, half of them do so.

Table 5. Distribution of classes according to project work

	Project work		
Location	None	Income generating	Community improvement
Isiolo Central	10	5	3
Kiirua	2	11	3
Starehe	3	4	1
Koru	2	6	0
South Maragoli	8	4	1
Total	25	30	8

The analysis also showed that nearly 40 per cent of the classes did not receive any guest lecturers during the last six months (see *Table 6*). This may be a reflection either of the literacy teachers' lack of initiative to invite local officers, of the unavailability of the same officers, or of a combination of both factors. The highest scores are obtained in South Maragoli and Kiirua where 85 per cent and 75 per cent respectively of centres received at least one visit, the average number of visitors per centre being again highest in Kiirua. The urban centres of Isiolo Central, Starehe and rural Koru come far behind. In those three locations, at least half of the centres had not received any guest lecturer during the previous six months.

Table 6. Distribution of centres according to the number of guest lecturers received during the last six months

	Number of visits						
Location	0	1	2	3	4	6	Total
Isiolo Central	9	2	4	2	1	-	18
Kiirua	4	2	3	3	3	1	16
Starehe	5	-	2	1	-	-	8
Koru	4	1	3	-	-	-	8
South Maragoli	2	3	8	-	-	-	13
Total	24	8	20	6	4	1	63

Centre committees, which are supposed to stimulate the involvement of the learners in the organisation of their own literacy classes, are also not functioning as well as they should (see *Table 7*). Out of the 61 centres which gave a reply, 17 did not have any committee at all while 8 others said they had a committee but it did not meet even once during the last three months. Differences between locations are similar to those registered in the case of class projects. Active participation of learners through committees is lowest in Isiolo Central and South Maragoli and highest in Kiirua.

Although the overall picture is mixed and varies considerably from one location to another, it is fair to say that there is a considerable room for improving the functional aspects of the programme. The extent to which this would have a positive impact on attendance remains open.

Table 7. Number of centres without a committee and the distribution of centres with committees according to the number of times the committees met during the last 3 months

	Centres without committees	Centres with committees by number of times committees met						
Location		0	1	2	3	4	6	7	Total
Isiolo Central	9	4	2	-	3	-	-	-	18
Kiirua	1	1	6	4	-	2	-	1	15
Starehe	1	1	2	1	1	-	1	-	7
Koru	2	-	4	1	-	-	1	-	8
South Maragoli	4	2	7	-	-	-	-	-	13
Total	17	8	21	6	4	2	2	1	61

B. The learners

As mentioned earlier, a major objective of the research project was simply to find out more about the general characteristics of the literacy learners, their living conditions, their educational experiences and their motivations.

General characteristics

Not surprisingly, it was found that the majority of the learners interviewed are female (67.5% for the total sample). This is true for all the locations, but especially for South Maragoli where women constitute 91.8 per cent of the interviewees. It reflects a well known fact that, for various reasons which cannot be discussed here, in Kenya women participate more in the literacy programme than men.

Like their teachers, the literacy learners interviewed in the five locations are generally young. More than half of them are less than 30 years of age; learners above the age of 50 are an exception. The average age is 32.4 years. The youngest clientele for literacy learning is found in Isiolo Central, Koru and, to a lesser degree, in Starehe (see *Table 8*). This could be linked to the immigration flow of young people into these locations and also to the low level of primary school development in the case of Isiolo Central.

Most of the learners are married (85.5%). As to be expected in a country that has an annual population growth of 4.1 per cent, the average number of children per adult learner is rather high. More than half of the learners have five or more children, while the average number is between four and five children.

Table 8. Distribution of learners by age groups

	Age groups						
Location	20 or less	21-30	31-40	41-50	51-60	Over 60	Total
Isiolo Central	16	26	8	7	1	0	58
	(27.6)	(44.8)	(13.8)	(12.1)	(1.7)	(0)	(100)
Kiirua	12	28	29	23	9	0	101
	(11.9)	(27.7)	(28.7)	(22.8)	(8.9)	(0)	(100)
Starehe	4	23	15	10	4	1	57
	(7.0)	(40.4)	(26.4)	(17.5)	(7.0)	(1.7)	(100)
Koru	14	32	7	9	1	0	63
	(22.2)	(50.8)	(11.1)	(14.3)	(1.6)	(0)	(100)
South Maragoli	1	39	25	23	9	1	98
	(1)	(39.8)	(25.5)	(23.5)	(9.2)	(1)	(100)
Total	47	148	84	72	24	2	377
	(12.6)	(39.2)	(22.3)	(19.1)	(6.3)	(0.5)	(100)

Note: Percentages are given in parentheses.

The learners belong to the poorer segments of the Kenyan society and their occupations reflect the main economic activities of the locations in which they live. In the rural locations of South Maragoli and Kiirua, the vast majority of male and female learners are involved in subsistence and/or cash crop farming. In South Koru, most men are wage earners working in the sugar cane plantations while the women are most often engaged in subsistence farming and small business enterprises. In Starehe, nearly all the men and a fair proportion of the women are wage earners. In Isiolo Central, the men are either subsistence farmers (in the rural part) or wage earners (in the urban part) while the women are most often subsistence farmers, housewives or, unemployed. It was also found that 40 per cent of the men and 20 per cent of the women said that they had a second occupation to enable them make ends meet.

Learners' motivation

Two open-ended questions were asked to find out more about learners motivation. Apparently, the most obvious reason for enrolling in a literacy centre is the simple desire to learn how to read, write and do simple calculations (see *Table 9*). More than 65 per cent of the total number of reasons given by the learners refer to this desire. The highest percentages are registered in Starehe (90%) and in South Maragoli (70%). It is interesting to note that the acquisition of functional skills, which is usually considered to be a most important component of the literacy programme by the organisers, seems to play only a marginal role as far as the motivation of the learners is concerned (14% of the total number of reasons mentioned). It is noteworthy that this type of motivation is more often quoted in the rural locations.

A comparison between the reasons for joining the programme and the benefits seen to derive from it (see *Table 10*), confirms the major importance attached by the learners to the acquisition of the basic communication skills (57,1% of the total number of replies).

As for the differences between locations, Starehe and South Maragoli stand out for the number of learners who quote the improvement of communication skills as the major advantage, while learners in Kiirua state more often the improvement of functional skills. The difference between the two rural communities of South Maragoli and Kiirua is interesting. It confirms the relative importance given to project work in the two locations. As indicated before, in Kiirua practically all the classes are involved in some form of project work (income generating or other) while in South Maragoli the corresponding proportion is only one third.

Table 9. Distribution of the answers concerning the major reasons for joining the literacy programme (a)

Reason	Location					
	Isiolo Central	Kiirua	Starehe	Koru	South Maragoli	Total
To gain basic literacy skills	51 (62.2)	86 (59.7)	52 (89.9)	48 (57.8)	88 (71.5)	325 (65.3)
To improve employment prospects	6 (7.3)	2 (1.4)	4 (5.8)	2 (2.4)	0 (0)	14 (2.8)
To pass time	0 (0)	0 (0)	1 (1.4)	1 (1.2)	0 (0)	2 (0.4)
To improve general knowledge	1 (1.2)	8 (5.6)	3 (4.3)	11 (13.4)	5 (4.1)	28 (5.7)
To be able to learn English/Kiswahili	2 (2.4)	9 (6.3)	2 (2.9)	3 (3.6)	5 (4.1)	21 (4.2)
To gain functional skills	5 (6.1)	30 (20.8)	1 (1.4)	9 (10.9)	25 (20.3)	70 (14.0)
To improve leadership qualities	1 (1.2)	3 (2.1)	0 (0)	4 (4.9)	0 (0)	8 (1.6)
Following Government directive	2 (2.4)	1 (0.1)	1 (1.4)	1 (1.2)	0 (0)	5 (1.0)
Other	14 (17.1)	5 (3.5)	3 (4.3)	3 (3.6)	0 (0)	25 (5.0)
Total	14 (17.1)	5 (3.5)	3 (4.3)	3 (3.6)	0 (0)	25 (100)

(a) Total number of answers by location could be greater than the number of learners because several answers could be given by the same learner.

Note: Percentages are given in parentheses.

The reasons for these variations in the motivation of the learners and in the organisation of the literacy programme relate to the different living conditions in the two places. Kiirua is a recent settlement area of immigration in which farming is a rewarding activity. Consequently, the learners in Kiirua are more interested than elsewhere in functional knowledge, which should allow them to improve their productive skills and their immediate well-being. In contrast, South Maragoli is an over-populated area of constant outmigration to the towns. In this context, it is no surprise that the women who stay behind (and who constitute more than 90 per cent of our sample in this location), are very eager to master the basic literacy and numeracy skills which should permit them to write letters to

migrant relatives in Nairobi, enable them to receive remittances, and to run their own farm business. It is significant in this respect that the women of South Maragoli are quoting, more often than the learners of any other location, the writing of letters as the main reason for practising their writing skills.

Table 10. Distribution of the answers concerning the major advantages of being literate (a)

Advantage	Locations					
	Isiolo Central	Kiirua	Starehe	Koru	South Maragoli	Total
Improve communication skills	56 (53.3)	59 (36.0)	62 (77.5)	53 (55.8)	70 (86.4)	300 (57.1)
Improve employment chances and mobility	4 (3.8)	5 (3.0)	0 (0)	1 (1.0)	0 (0)	10 (1.9)
Improve practical skills	12 (11.4)	46 (28.0)	11 (13.8)	17 (17.9)	0 (0)	86 (16.4)
Widen knowledge base	18 (17.1)	54 (32.9)	7 (8.8)	15 (15.8)	9 (11.1)	103 (19.7)
Other	15 (14.4)	0 (0)	0 (0)	9 (9.5)	2 (2.5)	26 (4.9)
Total	105 (100)	164 (100)	80 (100)	95 (100)	81 (100)	525 (100)

(a) Total number of answers by location could be greater than the number of learners because several answers could be given by the same learner.

Note: Percentages are given in parentheses.

One may be tempted to draw the conclusion from this finding that to use, *a priori*, standard definitions for making literacy work functional may well not be very efficient. The functionality of a programme varies from one community to another depending on the needs and living conditions of the people. The preceding analysis also shows that the acquisition of basic literacy and numeracy skills in itself can be highly functional, as is manifestly the case for the learners of South Maragoli.

Educational experiences of learners

Some of the most interesting findings of the research relate to the educational experience of the learners. First of all, and as can be observed in *Table 11*, more than half of the total sample of learners (55.8%) had been to primary school before joining the literacy classes. The data did not show systematic differences between sexes in this respect.

Table 11. Percentage of learners who attended primary school by location

Isiolo Central	Kiirua	Starehe	Koru	South Maragoli	Total
20.7	71.3	50.0	66.2	56.8	55.8

In contrast, the variations between the locations are striking. In the rural communities of Kiirua, Koru and South Maragoli, between 71.3 per cent and 56.8 per cent of the learners have had some form of primary school exposure. This is in line with the fact that Western, Nyanza and Eastern Provinces of Kenya, where the three locations are situated respectively, had relatively early contacts with formal education and that the present coverage of primary schools in these locations is good. That the urban locations have fewer learners who were exposed to primary education -- only 20 per cent for Isiolo Central and 50 per cent for Starehe -- could be explained by different factors. Isiolo Central is located in the dry North-Eastern Province which has traditionally been disadvantaged in terms of educational opportunities. By contrast, Starehe is located in an area which is educationally well advanced. However, most of the literacy learners in this location are migrants from other, often under-developed and under-schooled regions of Kenya, such as the North Eastern and Rift Valley Provinces.

Detailed analysis of those who attended primary school shows that on average, learners' exposure to formal education has been about three years. In fact, 37.8 per cent of the learners indicated that they had been to primary school for at least four years. That, of course, does not imply that they have completed the 4th grade of primary school since attendance has probably been extremely irregular and repetition rates rather high. The differences between locations confirm the results of *Table 11*. The average number of years of schooling are significantly lower in Isiolo Central and Starehe, as it is in those two locations that we find the highest proportions of learners with only two years of schooling or less.

Secondly, the question how long does it take for an adult learner to obtain the literacy certificate was also examined. The information collected indicates that learners who are awarded their certificate have spent an average of two years in literacy classes (see *Table 12*). One third of them obtain the certificate after one year (37.5%), another third (32.7%) after two years and the last third after three years or more. There are significant differences between the locations. In Starehe, more than 60 per cent of the literate learners passed the proficiency test after one year and almost 80 per cent of them after no more than two years of class attendance, while in Isiolo Central the corresponding figures are 25 per cent and 50 per cent. It is interesting to note that differences between locations in the duration of literacy class attendance before obtaining the certificate do not seem to be related to the intensity of the weekly learning exposure. Also the fact that the adult learner has been exposed to some form of primary schooling does not seem to have a clear influence on the time he needs to become literate.

Table 12. Distribution of learners by number of years of literacy class attendance before certificate and average number of years of attendance

Location	Average duration (Years)	Number of years: 1 or less	2	3	4 or more	Total
Isiolo Central	2.9	14 (25.0)	16 (28.6)	10 (17.9)	16 (28.5)	56 (100)
Kiirua	1.8	44 (43.1)	39 (38.2)	12 (11.8)	7 (6.9)	102 (100)
Starehe	1.6	35 (66.1)	7 (13.2)	9 (17.0)	3 (3.7)	53 (100)
Koru	2.1	27 (39.7)	24 (35.3)	8 (11.8)	9 (13.2)	68 (100)
South Maragoli	2.4	21 (21.6)	37 (38.2)	27 (27.8)	12 (12.4)	97 (100)
Total	2.2	141 (37.5)	123 (32.7)	66 (17.6)	46 (12.2)	376 (100)

Note: Percentages are given in parentheses.

Thirdly, large proportions of the learners continue attending literacy classes after they have obtained their certificates. As can be seen in *Table 13*, only a minority of the total group of interviewees (26.9%) said that they were not continuing. One third (30.1%) indicated that they went on for less than one year. As a matter of fact, many learners in this latter category probably only continued for a very short period, between the time of taking the test and the time of being awarded the certificate. The most important finding is therefore that 43 per cent of the learners attended classes for at least one and up to five years after their official certification. That there is this strong interest in continuing in the literacy programme seems to be an indication that certificates are really not the main driving force of the learners. As explained earlier, learners are conscious that their new literacy skills are still insufficient and want to improve them. Certain adults may also go on for longer periods because the literacy classes provide an opportunity for social togetherness, or because of the income generating potential of some of the projects in which they get involved. The relative importance of these different explanatory factors is difficult to assess. The differences between locations are also difficult to interpret because the relative weight of the groups of learners who received their certificates in different years varies from one location to another. It should be noted further that, at the time of our field work, practically no special post-literacy programmes were being provided for the learners in the sample locations. The data indicate that there is a clear demand for such a type of programme.

Table 13. Distribution of learners by length of class attendance after obtaining the certificate (in years)

Location	Number of years							
	0	Less 1 year	1 year	2 years	3 years	4 years	5 years	Total
Isiolo Central	6	39	2	2	2	3	1	55
Kiirua	29	37	18	13	2	4	0	103
Starche	8	22	6	8	7	4	0	55
Koru	24	12	15	11	3	2	2	69
South Maragoli	35	4	21	12	15	7	3	97
Total	102	114	62	46	29	20	6	379

When asked what they would like to learn after having become literate (see *Table 14*), the vast majority of the learners said that they would like to learn English or Kiswahili (50% of the total number of answers provided). The desire to be able to communicate in the two languages used for official purposes and spoken by the educated segments of the society is clearly expressed. In many instances interviewees justify their objective by statement such as "I am literate now, but I am still unable to follow radio programmes in Kiswahili or in English" or, "I know how to read and write but I would like to be able to read the newspapers and other official documents".

Table 14. Distribution and answer categories about what learners would like to learn most after the certificate

Learners objectives	Location					
	Isiolo Central	Kiirua	Starche	Koru	South Maragoli	Total
Kiswahili and/ or English	36 (41.9)	52 (59.8)	52 (56.5)	47 (48.5)	72 (45.9)	259 (49.9)
Calculating	26 (30.2)	25 (28.8)	25 (27.2)	25 (25.7)	47 (29.9)	148 (28.5)
Writing	17 (19.8)	3 (3.4)	3 (3.3)	18 (18.6)	19 (12.1)	60 (11.6)
Various functional skills	7 (8.1)	7 (8.0)	12 (13.0)	7 (7.2)	19 (12.1)	52 (10.0)
Total	86 (100)	87 (100)	92 (100)	97 (100)	157 (100)	519 (100)

Note: Percentages are given in parentheses.

The second learning desire expressed by the newly literates is to improve their calculating skills (28.5 per cent of the answers expressed), followed by their desire to improve their writing abilities (11.6%) and, only in the last instance, their wish to develop various functional skills (10.0%). Such findings are perfectly in line with the reasons for joining the literacy programme which has been discussed above.

C. The effects of the literacy programme

Before summing up the major conclusions concerning the effects of the literacy programme, it should be stressed that for the reasons discussed earlier, those who obtain the certificate are only a small minority of the learners who enrol in the programme. The average number of certificates awarded each year in the five locations during the period 1980-1986, as compared to the average number of learners enrolled, is only 7.9 per cent. This is probably an underestimation of the real percentage of people who have reached a certain level of proficiency since the literacy test is not compulsory. However, the internal efficiency of the programme is generally low.

The analysis of the effects of literacy only deals with this limited group of learners who have obtained their certificate. Two major questions have been examined in this respect: to what extent do they master what they were supposed to learn, and to what extent do they apply, in their daily lives, what they have learned? The same questions were asked concerning the basic literacy and numeracy skills[7] as such, and concerning the functional aspects of the programme.

Functional knowledge, attitudes and behaviour

In order to find out the extent to which attending the literacy programme makes a difference with respect to functional knowledge, attitudes and behavioural patterns, a small control group of illiterate adults was selected in each of the locations, that is to say adults who had never attended literacy classes and who had never been to primary school (66 in total).

It is important to mention at this point that the functional content of the literacy programme on topics such as agriculture, health, civics, etc. is pretty general and could be gained from many other non-formal and informal sources of learning. Many of the items in the functional literacy tests were also rather simple. This explains why the results for both groups were generally high. Furthermore, the self reporting procedure which had to be followed for the questions about behaviour, and about attitudes, may have biased the replies. Learners may have been tempted to please the interviewer, rather than to say the truth. For all those reasons, the results should be interpreted with caution.

7. For this purpose a special criterion referenced literacy test had to be prepared. The test had to be relatively simple. It had to cover the three domains of reading, comprehension, writing and calculating at the same time so that learners could complete it during one simple session of a maximum of two hours. The numeracy test is composed of 10 items which cover the four basic arithmetic operations with whole numbers of two or more digits and fractions, plus their application to money transactions (including the knowledge of symbols). The reading test is composed of specific comprehension questions about three different statements which relate to the everyday life of the learners. The first one is just a short sentence; the second is made of two sentences; and the third is a short text of some 90 words. The writing test is also composed of three items. The first two items require learners to write a simple sentence using a given word (house and food respectively), while the third item requires them to write a paragraph of five sentences on the use of water.

That being said, the main conclusion of the comparison between two groups clearly seems to be that the literate adult group scored significantly and systematically better than the illiterate. This is true not only for the total scores, as illustrated in *Table 15*, but also for each individual items. It applies to functional knowledge as well as to attitudes and to behavioural practices.

Table 15. Mean total scores and standard deviations for knowledge, attitude and behavioural items of the literate and illiterate groups

		Mean total scores					
		Knowledge (Max. 7)		Attitude (Max. 5)		Behaviour (Max. 7)	
	N	Mean	SD	Mean	SD	Mean	SD
Literates	(379)	6.0	0.9	4.2	1.1	5.8	1.3
Illiterates	(66)	4.8	2.0	3.4	1.3	4.5	1.7
t values		4.64		4.51		4.94	
Prob.		.000		.000		.000	

The question of the extent to which these differences are a result of the literacy programme is more difficult to answer. The hypothesis could be formulated that there are essential differences in the living conditions of the two groups, which explains at the same time why the illiterate adults of the control group never attended the literacy programme and why they have lower performances on the three functional dimensions which were examined. However, the field observations made by the interviewers about the living conditions of both groups do not really support this hypothesis.

A more important argument is that functional knowledge, attitudes and behaviour patterns can be acquired through a wide variety of learning experiences of which the literacy programme is only one. For that reason, the differences in performance between the two groups could not be directly related to what is being taught in the literacy classes. In that case, what the results would mean is that adults who have completed the literacy programme are participating more in other learning activities or, at least, appear to be benefiting more from other sources of learning than their illiterate counterparts.

Within the group of literate adults not many important differences between various types of sub-groups were registered except that the rural location of Kiirua had a leading position for the three functional dimensions measured. This can be seen as an indication of the important influence of the overall environment on the functioning and effects of the literacy programme. Kiirua is indeed the most advanced and the most development minded rural location and is also putting the greatest emphasis on the functional aspects of the literacy programme.

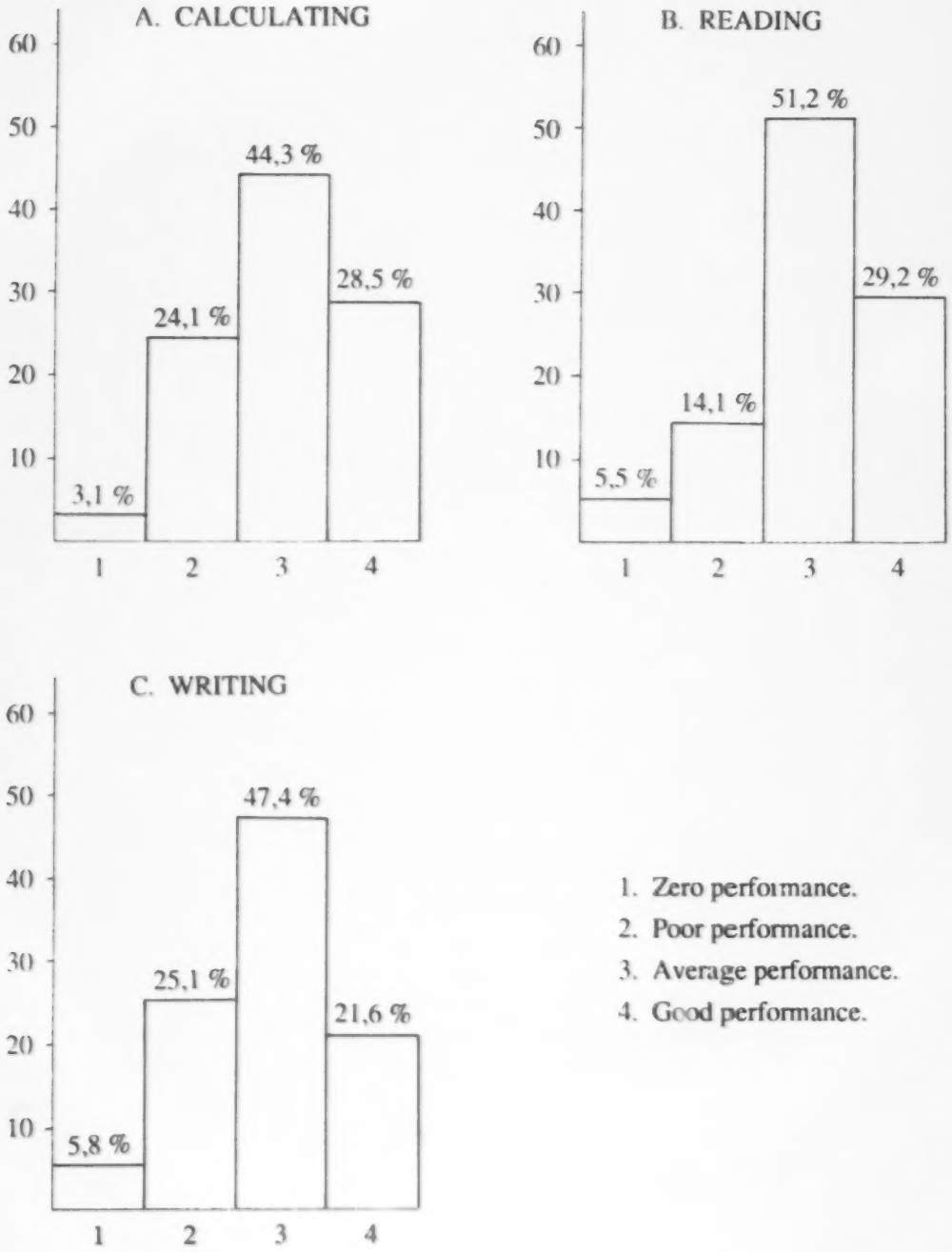
Literacy and numeracy skills

The results of the reading, writing and calculating tests are illustrated in *Graph 1*. They show that between 70 per cent and 80 per cent of the learners who have received a certificate achieve at least an average performance level for each of the three skills taken separately. In the case of reading and writing, this means that they are at least able to read or write a simple sentence and, in the case of calculating, that they are at least able to perform the four basic operations with simple two digits figures correctly. The percentages of those who achieve a good performance on the test are 29.2 per cent for reading, 21.6 per cent for writing and 28.5 per cent for calculating. In the case of reading and writing, this means that they are able to read or write a short text on a topic related to their daily life; and in the case of calculating, that they are able to do more complex additions and subtractions, multiplications and divisions involving even fractions and to apply these skills to daily life. After combining the test results it was found that 55.6 per cent of the learners demonstrate at least an average mastery level for each of the three types of skills.

The evaluation of these findings will depend on the judgement criteria that are being used. In any event, it can be said that the vast majority of the learners who have received a certificate have indeed acquired the minimum skills which should allow them to enter the modern world of written communication. At the same time, the fact that between 20 per cent and 30 per cent (depending on the type of skill being measured) are not able to read or write a simple sentence, or to do simple calculations after several years of literacy class attendance before and after the certificate, raises the question of the efficiency of the teaching/learning process. This brings us back to the problem of the quality of supply of the literacy service, in which, as mentioned earlier, the competencies and motivation of the literacy teachers are playing the central role.

There are, however, important differences between the locations. The best results are consistently registered in South Maragoli, and the worst in Isiolo Central. As can be seen from *Table 16*, the percentage of learners who demonstrate at least an average performance level for each of the three types of skills is three times higher in the first location (79.1%) than in the last one (26.0%). In each of the other three locations the percentage is about 50 per cent. A detailed analysis of these differences between the locations confirmed that contextual factors have a major impact on the achievement of the learners. This is so not only because the local living conditions directly affect the level of motivation of the learners, but also because they influence the quality of the literacy service being offered. In Isiolo Central, the living conditions of the learners are particularly difficult and put serious limits on the effects produced by the programme. In this case, isolated quality inputs, such as a relatively better trained teaching staff, may have an influence but can certainly not compensate for the unfavourable context in which the literacy classes are functioning. A detailed comparison between South Maragoli and Kiirua, on the other hand, indicates that when the environment is generally positive, as is the case in these two locations, quality inputs such as teacher qualifications, intensity of learning exposure and the relative emphasis that is being put on literacy and numeracy learning, as such, do make a considerable difference.

Graph 1. Percentage distribution of total sample of learners by performance level on literacy and numeracy test



1. Zero performance.
2. Poor performance.
3. Average performance.
4. Good performance.

Table 16. Percentage of learners who demonstrate at least an average global performance level

Location					
South Maragoli	Starehe	Kiirua	Koru	Isiolo Central	Total
79,1%	54,1%	48,6%	46,2%	26,0%	54,6%

The question of the extent to which learners who obtained their certificates in recent years are doing better or worse than those who obtained them in previous years was also examined. It was observed that, on average, those who 'graduated' from the programme in 1981 and 1983 are doing better than those who 'graduated' in 1985. Several hypotheses were examined which could explain this observation. But, whatever the explanation, the research did not provide any evidence which would confirm a phenomenon of rapid relapsing into illiteracy at least for this very limited and highly motivated group of learners who have obtained certificates.

This last finding is in line with the fact that, according to their own assertations, literates tend to make frequent use (at least several times a week) of their newly acquired skills[8] . In the case of reading books, the percentage of learners who fall within this category is 45 per cent, while it is far lower for newspaper reading (25%). The corresponding percentages are 47 per cent for writing and 60 per cent for calculating.

As illustrated in *Graph 2*, there are clear differences between the locations in the use of both literacy and numeracy skills. The urban area of Starehe, but also the semi-urban location of Isiolo Central, are doing systematically better than the rural locations for the four types of activities.

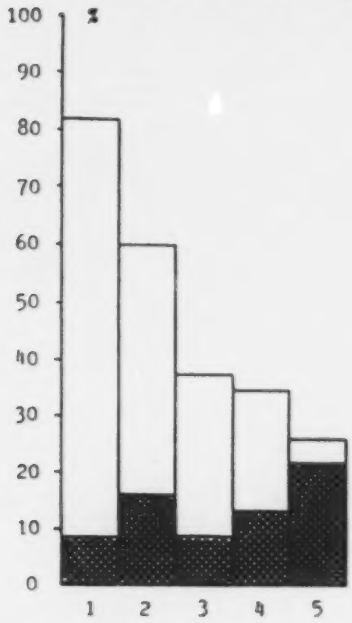
As for reading, the contrast between urban and rural areas has probably much to do with the availability of reading materials which is much greater in the towns than in the countryside. It may also be related to the fact that most of these materials, except the religious ones, are written in Kiswahili, a language which most of the rural people do not master well. These two factors particularly apply in the case of newspapers which could explain why here the contrasts are much stronger than for reading books. But other factors may also be playing a role such as, for instance, the deep religious faith in Kiirua and South Maragoli which is stimulating people to read the Bible more often than elsewhere.

Indeed, the Bible seems to be by far the most popular reading material in these two rural locations and to a certain extent also in Koru while in the two urban locations non-religious materials are being read as much as the Bible.

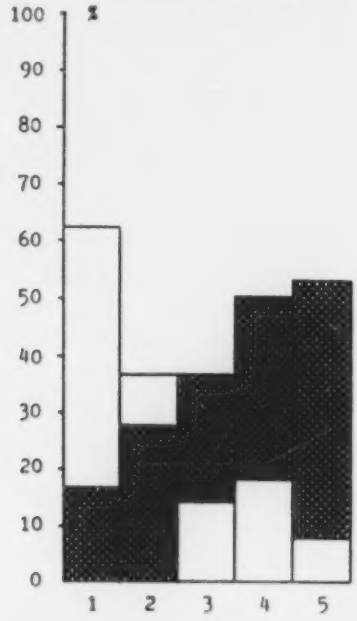
8. In order to measure the frequency of using different skills, a typical six point ordinal scale was used with categories ranging from 'never' to 'every day'. The appreciation by the learners of the frequency of doing something is of course subjective and for that reason the frequency categories cannot be taken literally. The results, however, indicate an order of magnitude and a careful analysis of the extreme positions on the scale revealed interesting variations between groups of learners.

Graph 2 Frequency of using literacy and numeracy skills

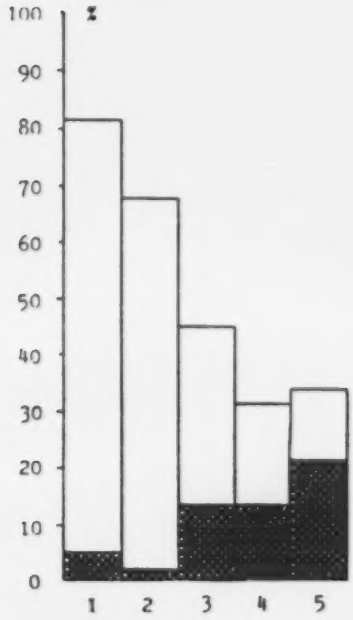
a. Reading books and magazines



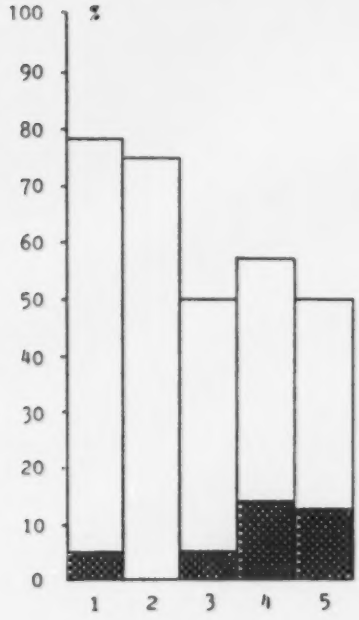
b. Reading newspapers



c. Writing



d. Calculating



Locations :

1. Starehe
2. Isiolo Central
3. Kiirua
4. South Maragoli
5. Koru

= Every day + several times a week

= Never + less than once a month

In the case of writing, the same urban-rural differences prevail and should probably be interpreted in the same way as in the case of reading. An urban environment is generally more stimulating than a rural one in which to use newly acquired literacy skills. This is because the basic materials required for reading or writing are more easily available and the opportunities for doing so more numerous. When asked about the purposes of their writing, most learners mention the writing of letters (46% of the answers) and the writing of personal notes or exercises (25.5% of the answers).

The use of numeracy skills is more widespread than the use of literacy skills, particularly in the rural locations. Consequently, the differences between locations are less pronounced here. The reason for this is probably that the modern market economy has permeated all segments of Kenyan society. Indeed, money transactions and the keeping of business records are most often mentioned as the main reason for practising numeracy skills.

The analysis also revealed that women tend to use their literacy and numeracy skills less frequently than men. The difference is particularly pronounced in the case of newspaper reading and but less evident in the case of calculating.

Finally, it was also seen that the level of knowledge of Kiswahili equally shows a close relationship with the use not only of reading but also of writing and even calculating skills. A possible explanation for this finding could be that the knowledge of Kiswahili is an indication of the level of involvement in the modern "literate" part of the Kenyan society.

D. Concluding remarks

The first general conclusion of the research project is that those who have succeeded in obtaining a certificate do, indeed, derive positive benefits from the literacy programme. The vast majority of them have acquired and maintained basic literacy and numeracy skills and are making use of them on a regular basis. They also demonstrate more functional knowledge and show more progressive attitudes and behavioural patterns than adults who have never been to a literacy class. The more detailed analysis of the differences between locations confirmed the basic assumption that the effects of the programme are largely determined by the local environment in which the classes are operating. That being said, the analysis also showed that when the overall environment is favourable, quality factors such as teacher qualification, learning exposure and the content of what is being taught can have a positive impact on the results.

However, the main problem is that the number of learners who are awarded a certificate is extremely limited as compared to the number of learners actually enrolled which, in turn, is marginal as compared to the total number of adult illiterates in the locations. Poor coverage and low efficiency are the main challenges which the literacy programme in Kenya has to face. They directly relate to the long and painstaking efforts which are required to become literate. It was found that although more than half of the learners interviewed had already been to primary school before joining the programme, it still took them on average slightly more than two years to obtain the certificate. The long duration required in order to complete the course may have a discouraging effect on many of the adult learners who, in most cases, are living in difficult circumstances and who,

particularly in the case of women, are facing daily workloads which are extremely heavy. This brings in the most critical challenge which organisers of literacy programme are facing nearly everywhere: how to create learners' motivation and how to sustain it over a long period?

In the case of Kenya the measures generally proposed to stimulate learners' interest and to promote regular attendance are to set-up practical class projects, to invite guest lecturers from other development sectors and to involve learners in the organisation of their classes through the creation of centre committees. The data collected indicate that these measures are not as systematically applied as they are supposed to be. They also show that amongst the learners, or at least amongst the most motivated ones who have obtained their certificate, the main motivation for attending the literacy classes is the strong desire to master the basic communication skills in order to get access to the mainstream of the society. On the contrary, the acquisition of functional skills through practical project work does not seem to be such an important motivational factor as is generally accepted. The learners' statements about the benefits which they feel they derived from the programme and about the things they would like to learn more, after obtaining the certificate, confirm this conclusion. There are nevertheless some revealing variations between locations which show that there are probably no standard solutions to make a literacy programme relevant to the needs of the learners.

In any case, given the dominant motivation expressed by them it seems that the improvement of literacy teaching as such would be the most efficient way of sustaining learners' motivation. Adults come to the literacy classes in order to learn how to master basic reading, writing and calculating skills which they were unable to acquire during childhood. When the programme does not adequately satisfy their aspirations, they get discouraged, attend classes irregularly, and finally drop out. The key issue, therefore, is to promote active literacy methods adapted to adult learners which could lead to quick results in order to sustain their interest. Such methods exist and have been tested out in other countries[9]. The problem is that they can only be successfully applied if the teachers are properly trained and motivated.

An additional measure to be taken urgently in order to sustain the demand of the learners is to organise post-literacy activities which provide an opportunity to reinforce the basic literacy and numeracy skills, to learn the main languages of national communication and possibly to obtain academic certificates such as the Certificate of Primary Education (CPE). In fact, such learning opportunities have been created by the Department of Adult Education, which has already designed a special syllabus and special textbooks for this purpose. However, for various reasons, this programme has only been implemented in a few urban centres. It is clear from the present research data that an expansion of these opportunities would offer a response to a real need: it would go some way in opening up avenues for social mobility, mainly for the young learners who did not succeed in attending formal primary school during their childhood and who would like to take a second chance.

9. A concrete example of the application of such methods is presented in J. Belloncle, P. Easton, P. Ilboudo, Papa Séne, *Alphabétisation et gestion des groupements villageois en Afrique Sahélienne*, Paris, 1982.

Part II
Report of the workshop

1. Objectives, participants and proceedings

The *objectives* of the workshop were the following:

- To review the findings presented in the report of the Kenya research project and to analyse their implications for the organisation of the literacy programme in the country and elsewhere;

- to discuss the special research approach and methods adopted and to examine their relevance for other countries in the Region.

There were *42 participants* in the workshop, including:

- 28 Kenyan participants representing the national research community, the Department of Adult Education (central and local level), the Board of Adult Education and two non-governmental organisations (Action Aid and Foster Parents Plan International);

- 9 representatives (Adult Education administrators and researchers) form neighbouring countries (Ethiopia, Mozambique, Tanzania and Zimbabwe);

- 5 international participants representing DSE, SIDA, UNDP, as well as IIEP.

A complete list is given in Appendix I.

The *proceedings* of the workshop were opened by the Minister of Culture and Social Services and closed by the Assistant Minister.

The first two days were devoted to a discussion of the Kenyan research report.

This was done under the following headings:

1. The teaching/learning conditions and functioning of the literacy centres.

2. The characteristics of the literacy learners, their home environment, learning experience and motivations.

3. The effects of the literacy programme; the level of acquisition of functional knowledge and attitudes and of literacy and numeracy skills; and the practical use of these skills and knowledge in daily life.

Each topic was briefly introduced by the authors of the report, commented upon by one or two discussants and discussed in plenary.

The third day was devoted to an exchange of research experiences amongst participating countries (including a discussion about the methodological and technical aspects) and to an examination of ways of strengthening literacy research in the region.

A detailed programme is given in Appendix II.

2. Main discussion points

As indicated above, the agenda for the workshop closely followed the structure of the report. However, the main points raised in the discussion did not exactly follow that structure, hence the division below. It should also be emphasised that, throughout the discussions, there was continual emphasis on the importance of integrating literacy programmes with socio-economic development programmes.

2.1 Teachers

The research on the Kenya Literacy Programme had highlighted the wide variations in the input of teaching resources into the literacy programme, both between locations and between full-time, part-time and self-help teachers and the contrast between apparent job satisfaction and the specific complaints about the job as expressed by the teachers. The first discussant argued that the focus on a specific physical infrastructure and buildings was inappropriate: what was needed was a stable and stimulating learning environment, which extends beyond the literacy class walls. The community as a whole has to be inviting and stimulating for the literacy learner. The second discussant noted the particular circumstances associated with the Kenya literacy programme with the initial stock of 3,000 full time teachers remaining in the same post, often persisting with the same group for a long time.

In general, participants agreed that adult education is not just a chalk and talk affair. Teachers cannot be just borrowed from primary schools. It needs the abilities of mature and well-trained learning facilitators reinforced by systematic refresher courses. Yet, in the case of Kenya, there has only been one series of a week induction courses in 1979 and the courses on the production of low cost materials locally do not seem to have had the expected positive impact.

2.2 Projects

There was a substantial discussion on the role of projects, work and the purported functionality of adult literacy. The report had contrasted the case of South Maragoli, where attainment was high but projects unpopular, with that of Kiirua with considerable involvement in projects but low attainment. From the discussion, three main points emerged.

First, there should be an elementary respect for the fact that learners enrol in a *literacy* class. Whilst they may also be interested and want to be involved in an income-generating project, the two aspects of the programme are different. Moreover, the 3 Rs might be very *functional* for those who need to read and write letters and manage their own household as is the case of the women group in South Maragoli.

Second, teachers do not necessarily have the skills to lead an ongoing project and it was, in any case, unrealistic to pace the learning of literacy to the requirements of a project. If the class does get involved in a long term income-generating project then because of the management and marketing skills required, the teacher may have to 'nurse' the project for a long time.

Third, it was agreed that there were dangers in overloading a literacy programme with project work and perhaps skill training as well. In some cases, of course, a class project may be important to keep a group together.

2.3 The learners

The study had shown that learners were typically women, young, with an average of five children, and had difficulty with Kiswahili.

Much of the discussion focused around the new role of women in rural villages given high rates of out-migration. On the whole, women will be more motivated to attend literacy classes because of the requirements of these roles, although their time will be much more constrained for the same reasons. The issue therefore is how to facilitate their attendance.

It was agreed that the 'messages' both in the mobilisation campaigns and in the curricula too often still emphasised the reproductive role of women rather than their production roles. Women are supposed to be more interested in child care than in how to use the agricultural service.

Moreover, in many instances, women are prevented from attending classes by their husbands, although this is not an issue in female-headed households. At the same time, it was noted that, although the absolute numbers of both men and women enrolees were still a very small fraction of all illiterates, the proportions of men and women in the enrolment figures reflected to a certain extent the corresponding proportions in the national figures of illiteracy.

Many of the literacy participants had had previous experience of primary school and debates focused around two questions: whether or not this previous experience inhibits or motivates participation in literacy classes; and the likely relationship between previous school attendance and achievement of literacy. Participants agreed that the crucial issue was the reason for early drop out from school: whether 'push' or 'pull'.

In the long term, it was obviously important that the quality of primary schooling should be improved so as to avoid unnecessary duplication. In the short term, programmes should take into account that many of the participants will already have been to formal schools. Planning a programme for semi literates with a negative formal school experience is probably quite different from planning for illiterates with no previous school experience at all.

Finally, there was also an important discussion about the real motivation and needs of many learners. In many cases there seem to be real gap between needs expressed by the participants and the responses provided by the organisers. The study clearly shows that

many of the learners who are awarded the certificate are mainly interested in mastering the means of modern communication (Kiswahili, English), rather than being restricted to single literacy in the local language or to improving their functional skills.

2.4 Importance of a literate environment

The researchers had studied the extent to which literacy participants were using the skills they had learnt. The research had demonstrated the wide differences between locations according to the accessibility of books, newspapers and other media. Although the research had not demonstrated any evidence for relapse into illiteracy (at least of the small proportion of learners who had acquired a sufficient level of literacy), many in the workshop emphasised the importance of opportunities for post-literacy in order to sustain a good performance.

In general, the research had raised the question of what are the factors which make an effective teaching and learning package; what combination of facilities and of teachers are conducive to a good learning environment.

2.5 Primers

Considerable time was taken on the suitability of the primers and other reading materials. One of the Kenyan officials gave a detailed description of the stages followed in designing the primers, including the involvement of learners, local language specialists, and other extension workers in the development of the materials.

Another issue was the need to introduce different levels and standards which could be followed by learners in determining their progress in the literacy programme.

2.6 The experience of other countries

The presentation from Tanzania and from Zimbabwe highlighted the questions: What is the relationship between literacy and development? Under what conditions does literacy facilitate the process of social development? Under what conditions does social development take place?

The participants particularly noted the problem of the lack of reliable literacy statistics in African countries.

The Mozambican presentation focused on a research project which had been carried out to identify successes and failures of literacy within the work place. An interesting finding was the system of giving incentives to learners, which was seen as a major mobilising factor.

Finally, the Ethiopian presentation concentrated on the high level of commitment to the programme of all levels of society, and, in particular, on the strong voluntary spirit among the teachers. Participants were interested to know what sustained this commitment, and the Ethiopian delegates pointed to the extensive training and the importance of community support.

3. Policy recommendations

3.1 Coverage and efficiency

It is clear from national statistics that the literacy programme reaches only a small proportion of those recognised as illiterate. Participants emphasised the importance of mobilising all available resources for literacy. Specific suggestions were made:

- exploiting the infrastructure of formal schooling to assist in the administration and supervision of the literacy programmes;
- co-operating with non-governmental organisations to ensure that the maximum numbers of people are reached;
- requiring employers to facilitate their employees attending literacy classes;
- co-operation of the University of Nairobi in training district level officers as it did previously.

The research has also highlighted the apparent lack of efficiency of the programme: although the research could not find enough evidence to prove that those learners who have obtained their certificate relapse into illiteracy, learners take an average of 2-3 years to attain their certificate. Moreover, many stay on after attaining their certificate: whilst this might be 'functional' for those who stay (because they are able to reinforce what they have learnt) it also means that others cannot benefit. These trade offs need to be addressed.

It was also suggested that a curriculum should be developed spelling out clearly the time taken to reach different levels of literacy and of post-literacy.

The differences shown by the research in the attainment levels between apparently similar areas has prompted the Kenyan team to propose an action-research strategy to test different teaching/learning packages which take account of these factors affecting access and performance.

Other specific suggestions were:

- the importance of supervision by field officers;
- training of the administrative and inspection staff.

3.2 Teachers

The Department of Adult Education is aware that there are problems with the composition of their stock of adult teachers and, in particular, that many of the full-time teachers have not expanded their activities outside the group to which they were initially attached. The research has further shown that, at least in the five locations studied, the part-timers have drifted away and that the self-help teachers are more or less non-existent.

The discussion emphasised the importance of incentives for adult literacy teachers whether self-help, part-time or full-time and of adequate and appropriate training.

Specific suggestions were that, in the context of a clearly defined human resource development policy more attention should be paid to:

- the recruitment and selection of teachers;
- the supervision and training of teachers (including self-help and part-time teachers);
- development of an appropriate incentive and career structure for teachers.

3.3 Functionality

The literacy programme presumed that every class would include a literacy project and encouraged teachers to invite guest lecturers. The research highlighted the relative absence of both.

Participants stressed the importance of leaving behind the narrow version of functionality restricted only to project work and specific skill training. Whilst for some functionality could mean income generation activities, to others it might mean the 3 Rs. We should redefine functionality to recognise that literacy should be a vehicle for empowering the learners, who are normally the poor, to understand their environment and to participate fully in the change and development of their community.

The discussion concluded by emphasising the importance of paying close attention to the local context and that it was inappropriate to generalise even for a community as a whole. It was agreed that the central focus of the literacy programme should be the acquisition of literacy and numeracy skills, and care should be taken not to confuse this basic objective with other activities.

This does not, of course, mean that project work should be discouraged. But, when assessing the role of class projects, the issues of *learners' needs*, of **overloading** of the literacy programme, and of *teacher 's competence* are important criteria which should be taken into account.

In general, it was stressed that the post-literacy phase should receive more attention. A new reading culture should be promoted by creating a stimulating and literate environment. In this regard, the importance of rural newspapers was stressed.

3.4 Learners

It is recognised that, in Kenya as in many countries, the majority of participants are women. The research further showed how, in Kenya, the typical learner was a young woman with several children who had difficulty with Kiswahili but who had probably already been in primary school for two or three years. In general, when designing both

literacy and post-literacy courses, one must take account of the characteristics of the learners.

Participants discussed the new role of women in villages with substantial out-migration. Specific suggestions were:

- courses should be designed so as to take account of women's productive as well as their reproductive role;
- the importance of facilitating women's participation, through, for example, the organisation of a crêche.

Participants were also concerned to stress the importance of incentives for learners and the factors motivating them. Specific factors which should be considered were:

- the effect which previous primary school attendance might have had on motivation and on response to courses;
- the ambitions of many learners to go on to more academic work after completing an initial phase of literacy.

3.5 Participation

It was also stressed that learners' participation was an essential part of the democratic educational process. In particular, when designing the approach to learning and the precise content of the programme, the primers and the choice of projects, potential learners along with the community need to be involved. Various mechanisms were suggested by the participants on the basis of the experience of other countries and these should be explored.

Also the research showed that Centre Committees were not functioning effectively: one of the ways of improving learner's participation and of ensuring the relevance of the materials and pedagogy would be to strengthen the role of these Committees.

Finally, there was a general call that the illiterates should not be denigrated because of their illiteracy. She/he, should be treated as full members of society so that they can retain their dignity. This way they will remain in class.

4. Implication for research

The research has demonstrated graphically:

(a) the extent of our ignorance about adult literacy programmes;

(b) the difficulties of carrying out research in this area.

Several interventions have discussed the comparative advantages of qualitative (anthropological, participatory) and quantitative research. The present study has tried to draw on elements of both approaches: whilst employing quantitative survey methods, it has

taken great pains to involve the local level practitioners at all stages of the research. From the discussions during the two days, one can draw the following conclusions for the future.

(1) There is a dramatic lack of routine data on adult literacy programmes. Indicators about the coverage, the efficiency and the effects of the literacy efforts which are essential for basic planning and management of the programme are not available. For example, whilst returns are made on enrolment and attendance, they do not differentiate according to the length of class attendance. Other kinds of information judged important by the participants like the kind of class projects undertaken and their outcomes are totally absent.

Whilst it may be unrealistic to include all these data items on a standard "adult class questionnaire", the research has shown, the importance of not only registering enrolment but also of collecting basic data on the characteristics of the enrolments (e.g. gender, previous school experience and number of years of literacy class attendance).

(2) Given the expense and practical difficulties of setting up such routine data collection systems in the short-term, there is a need for broad brush pictures of how literacy programmes are actually performing. These studies could take the form of sample field assessments designed along roughly the same lines as the Kenya study, taking into account the many helpful suggestions that have been presented at this workshop. For example, it would be important to use not only questionnaires and interview schedules but also group discussions, participatory observation and in-depth interviews with selected members of the local community.

However, in order for such local assessments to be valuable for planning purposes, they need to be carried out within a relatively short time frame. Consequently, whilst it is important to collect the widest possible range of different kinds of data, it must be recognised that, given the time constraints, such assessments can only answer a limited range of questions. However, they do provide indispensable pointers for both policy (as above) and for further research (see below).

(3) In addition, there is clearly a need for well-financed in-depth studies of the motivations of learners, of the functioning of literacy programmes in a specific cultural context, of the way in which the literacy experience fits into the milieu and of the interactions between literacy actors (administrators, teachers, learners) and their community.

Important topics for such research in the region have been suggested as follows:

- study of class projects -- how do they function, what are their effects, how do they relate to literacy learning as such?
- research on teacher training and its effectiveness;
- action research on the relative effectiveness of different delivery packages in a few selected local communities.

(4) It was stressed that there is a need to develop regional projects at least for the following purposes:

- the development of methodology for collecting routine data on literacy which are reliable and useful and can be economically collected;
- the design and testing of appropriate qualitative methods for research in the field of literacy and for training researchers in the use of such methods;
- the exchange of information between researchers themselves and between researchers and decision-makers, within countries and between countries. It was mentioned that the existing regional information networks (for example, ERNESA) could be efficiently used for this purpose.

(5) Finally, the representatives of the external agencies present (DSE, IDRC, IIEP, SIDA, UNDP) expressed their satisfaction with the results of the workshop. They all confirmed their interest and willingness to maintain their co-operation and support in the future for strengthening research and training in the area of adult literacy in the region along the lines discussed during the workshop.

Appendices

Appendix I

List of participants in the Workshop

Assefa Abbera
Head for Planning, Research and Evaluation Division
Department of Adult Education
Ministry of Education
P.O. Box 31150
Addis Ababa
Ethiopia

Beyene Abraha
Department of Adult Education
Ministry of Education
P.O. Box 4921
Addis Ababa
Ethiopia

S.K. Akivaga
University of Nairobi
College of Education and External Studies
P.O. Box 30197
Nairobi
Kenya

Roberto Armando
National Directorate of Adult Education
P.O. Box 34
Maputo
Mozambique

Roy Carr-Hill
Centre for Health Economics
University of York
Heslington YO1 5DD
United Kingdom

Gabriel Carron
IIEP
7-9, rue Eugène Delacroix
75016 Paris
France

Rustica Chengelela
Institute of Adult Education
P.O. Box 20679
Dar-es-Salaam
Tanzania

B.R.S. Chivore
Department of Teacher Education
University of Zimbabwe
P.O. Box PM 167
Harare
Zimbabwe

O.N. Gakuru
University of Nairobi
Department of Sociology
P.O. Box 30197
Nairobi
Kenya

Joyce Kebathi
Department of Adult Education
Agriculture House
P.O. Box 42264
Nairobi
Kenya

Kabiru Kinyanjui
IDRC
P.O. Box 62084
Nairobi
Kenya

Peter Kinyanjui
University of Nairobi
College of Education and External Studies
P.O. Box 30197
Nairobi
Kenya

D.K. Kirui
Director Adult Education
P.O. Box 42264
Nairobi
Kenya

Aikael Kweka
Institute of Development Studies
University of Dar Es Salaam
Dar-es-Salaam
Tanzania

Agneta Lind
Swedish International Development Authority (SIDA)
Birger Jarlsgatan 61
S-105 25 Stockholm
Sweden

D. Macjaria
University of Nairobi
College of Education and External Studies
P.O. Box 92
Kikuyu
Kenya

J.T. Mathenge
Board of Adult Education
P.O. Box 30117
Nairobi
Kenya

J.T. Mazingi
Ministry of Primary and Secondary Education
P.O. Box 8022
Causeway
Harare
Zimbabwe

S. Minkin
c/o Mr. Hartvelt
UNDP
1 United Nations Plaza
New York, N.Y. 10017 (USA)
or
c/o Geron
P.O. Box 453
Kara Koy
Istanbul
Turkey

B.J.K. Muhoro
Board of Adult Education
P.O. Box 30117
Nairobi
Kenya

John Muketha
District Adult Education Officer
P.O. Box 93
Isiolo
Kenya

Josef Muller
German Foundation for International Development
Hans-Bockler-Strasse 5
D-5300 Bonn 3
(Fed. Rep. of Germany)

John Mungai
Kenya Institute of Education
P.O. Box 30231
Nairobi
Kenya

Mary N. Munuhe
Under Secretary
Department of Adult Education
Agriculture House
P.O. Box 42264
Nairobi
Kenya

S.K. Murugu
Board of Adult Education
P.O. Box 30117
Nairobi
Kenya

J. Muthuri
Department of Adult Education
P.O. Box 1124
Meru
Kenya

F. Mutunga
District Adult Education Officer
P.O. Box 1124
Meru
Kenya

Kilemi Mwiria
Kenyatta University
Bureau of Educational Research
P.O. Box 43844
Nairobi
Kenya

B.K. Ngari
Department of Adult Education
Agriculture House
P.O. Box 42264
Nairobi
Kenya

John Nindi
Head of Functional and Post Literacy
Department of Adult Education
Ministry of Education
P.O. Box 9121
Dar-es-Salaam
Tanzania

George Nzomo
Plan International
P.O. Box 1000
Embu
Kenya

Donatta Obara
Action Aid-Kenya
P.O. Box 42814
Nairobi
Kenya

A. Ogutu
Department of Adult Education
P.O. Box 280
Nairobi
Kenya

Amelia D. Onyango
Kenya National Commission for Unesco
P.O. Box 72107
Nairobi
Kenya

S.C. Otenga
Kenya National Library Services
P.O. Box 30573
Nairobi
Kenya

T.I. Ouso
Department of Adult Education
P.O. Box 42264
Nairobi
Kenya

Gabriel M. Righa
Senior Education Officer
Department of Adult Education
P.O. Box 42264
Nairobi
Kenya

Mammo Kebbede Shenkut
Head, Department of Adult Education
and Executive Secretary of National
Ministry of Education
Literacy Campaign
Addis Ababa
Ethiopia

E. Shivute
University of Nairobi
College of Education and External
Studies
P.O. Box 30197
Nairobi
Kenya

Anne Wandie
Department of Adult Education
P.O. Box 54827
Nairobi
Kenya

Paul Wangoola
Secretary-General
AALAE
P.O. Box 50768
Nairobi
Kenya

E.K. Watenga
Department of Adult Education
P.O. Box 30117
Nairobi
Kenya

Appendix II

Programme of the workshop

Monday, 27 November

09.00 - 09.30	Registration	
09.30 - 10.00	Opening Ceremony: (Minister for Culture and Social Services, Kenya)	
10.00 - 10.30	Overview/Objectives/Organization/ Expected outcomes	G. Carron
10.30 - 11.00	Tea break	
11.00 - 11.30	The Kenya Literacy Programme	D. Kirui
11.30 - 12.30	The Kenya Survey: Background information *Chair*: D. Kirui (Director, Department of Adult Education, Kenya)	G.Carron K. Mwiria G. Righa
12.30 - 14.00	Lunch break	
14.00 - 15.30	*Theme 1*: Teaching/learning conditions and the functioning of the Kenya Literacy Programme (Chapter 4 of the Kenya Report) *Discussants*: - O.N. Gakuru (University of Nairobi) - T. Ouso (Dept. of Adult Education, Kenya) *Chair*: J. Mazingi (Ministry of Education, Zimbabwe)	G. Righa
15.30 - 16.00	Tea break	
16.00 - 17.00	Discussion	

Tuesday, 28 November

09.00 - 10.30	*Theme 2*: The characteristics of the literacy learners, their home environments, learning esperience motivations (Chapters V, VII of the Kenya Report) *Discussants*: - A. Lind (SIDA, Stockholm) - E. Akivaga (University of Nairobi) *Chair*: D. Kirui (Director, Department of Adult Education, Kenya)	K. Mwiria
10.30 - 11.00	Tea break	
11.00 - 12.30	Discussion	
12.30 - 14.00	Lunch break	
14.00 - 15.30	*Theme 3*: The effects of the Literacy Programme (Chapters VIII, IX, X of the Kenya Report) *Discussants*: - B. Chivore (University of Zimbabwe) - J. Muketha (Dept. of Adult Education, Kenya) - D. Macharia (University of Nairobi) *Chair*: P. Kinyanjui (University of Nairobi)	G. Carron
15.30 - 16.00	Tea break	
16.00 - 17.30	Discussion	

Wednesday, 29 November

09.00 - 10.30	*Theme 4*: The implications of the research findings for planning and administration of literacy programmes in the region General Discussion *Chair*: D. Macharia (University of Nairobi)	
10.30 - 11.00	Tea break	

11.00 - 12.30	Learning from other countries:	
	- **Tanzania**	A. Kweka (University of Dar-es-Salaam)
	- **Zimbabwe**	B. Chivore (University of Zimbabwe)
	Chair: J. Mungai (Kenya Institute of Education)	
12.30 - 14.00	Lunch break	
14.00 - 15.30	Learning from other countries and projects:	
	- **Ethiopia**	B. Abraha (Department of Adult Education, Ethiopia)
	- **Mozambique**	R. Armando (Department of Adult Education, Mozambique)
	- **Tanzania/Canada/Mexico IDRC Project**	Sumelan Sumra (University of Dar-es-Salaam, Tanzania)
15.30 - 16.00	Tea break	
16.00 - 17.30	General conclusions and recommendations regarding literacy research in the region	
	Chair: D. Macharia (University of Nairobi, Kenya)	
17.30 - 18.00	Closing ceremony by the Assistant Minister, Ministry of Culture and Social Services, Kenya	
18.30 - 22.30	Reception: Silver Springs Hotel	

IIEP publications and documents

More than 650 titles on all aspects of educational planning have been published by the International Institute for Educational Planning. A comprehensive catalogue, giving details of their availability, includes research reports, case studies, seminar documents, training materials, occasional papers and reference books in the following subject categories:

Economics of education, costs and financing.

Manpower and employment.

Demographic studies.

The location of schools and sub-national planning.

Administration and management.

Curriculum development and evaluation.

Educational technology.

Primary, secondary and higher education.

Vocational and technical education.

Non-formal, out-of-school, adult and rural education.

Copies of the catalogue may be obtained from the IIEP on request.

The International Institute for Educational Planning

The International Institute for Educational Planning (IIEP) is an international centre for advanced training and research in the field of educational planning. It was established by UNESCO in 1963 and is financed by UNESCO and by voluntary contributions from Member States. In recent years the following Member States have provided voluntary contributions to the Institute: Belgium, Canada, Denmark, Finland, Iceland, India, Ireland, Norway, Sweden, Switzerland.

The Institute's aim is to contribute to the development of education throughout the world, by expanding both knowledge and the supply of competent professionals in the field of educational planning. In this endeavour the Institute co-operates with interested training and research organizations in Member States. The Governing Board of the IIEP, which approves the Institute's programme and budget, consists of eight elected members and four members designated by the United Nations Organization and certain of its specialized agencies and institutes.

Chairman:
Victor Urquidi, (Mexico) Research Professor Emeritus, El Colegio de México, Mexico.

Designated Members:
Charles Boelen, Chief Medical Officer for Educational Planning, Methodology and Evaluation, Division of Health Manpower Development, World Health Organisation.
Goran Ohlin, Assistant Secretary-General, Office for Development, Research and Policy Analysis, Department of International Economic and Social Affairs, United Nations.
Visvanathan Rajagopalan, Vice President, Sector Policy and Research, Policy, Planning and Research, The World Bank.
Jeggan C. Senghor, Director, African Institute for Economic Development and Planning.

Elected Members * :*
Isao Amagi, (Japan), Special Advisor to the Minister of Education, Science and Culture, Ministry of Education, Science and Culture, Tokyo.
Henri Bartoli, (France), Professor, University of Paris I, Pantheon-Sorbonne. Paris.
Mohamed Dowidar, (Egypt), Professor and President of the Department of Economics, Law Faculty, University of Alexandria.
Kabiru Kinyanjui, (Kenya), Senior Programme Officer, Social Sciences Division, International Development Research Centre, Nairobi.
Alexandre P. Vladislavlev, (USSR), First Secretary, All-Union Council of Scientific and Engineering Societies of the USSR, Moscow.
Lennart Wohlgemuth, (Sweden), Assistant Director-General, Swedish International Development Authority, Stockholm.

* (one vacancy)

Inquiries about the Institute should be addressed to:
The Director, International Institute for Educational Planning,
7-9 rue Eugène-Delacroix, 75116 Paris